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| **Operations and Algebraic Thinking** | **NC Mathematics Standards** | | **Mid-Year Assessment** |
| **Represent and solve problems involving addition and subtraction.** | | |
| **2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | Solve one-step problem-situations to 25.   * *Take From-Start Unknown* * *Add To-Start Unknown*   Solve one-step problem-situations to 100.   * *Add To-Result Unknown* * *Take From-Change Unknown* * *Compare-Difference Unknown; Fewer* * *Compare-Bigger Unknown: More* * *Compare-Smaller Unknown: Fewer* | |
| **Number and Operations in Base Ten** | **Understand place value.** | | |
| **2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:   1. 100 can be thought of as a bundle of ten tens – called a “hundred.” 2. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).   **2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s  **2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  **2.NBT.4** Compare two three digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. | Count a collection of objects using 100, 10s and 1s.  Write 3-digit numbers in number form and expanded form.  Make and compare true equations from numbers written in number form and expanded form.  Skip count by 5s and 10s to 300. | |
| **Use place value understanding and properties of operations to add and subtract.** | | |
| **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. | Solve one-step problem-situations to 100.   * *Add To-Result Unknown* * *Take From-Change Unknown* * *Compare-Bigger Unknown: More* | |

\*Aligned with the Randolph County School System Second Grade Math Pacing Guide (2016 – 2017).